



DEPARTMENT OF EDUCATION

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*Working Together for Student Success*



# Indiana Academic Standards English Language Arts: Grade 2 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Second Grade- Reading Foundations</b>		
<b>Print Concepts</b>		
2.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Added kindergarten standard as a reference
2.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	Added kindergarten standard as a reference
2.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	Added first grade standard as a reference
2.RF.2.4 Students are expected to build upon and continue applying concepts learned previously	2.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.	Added first grade standard as a reference
<b>Phonological Awareness</b>		

2.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.	Added kindergarten standard as a reference
2.RF.3.2 Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.2 Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	Added first grade standard as a reference
2.RF.3.3 Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.	Added first grade standard as a reference
2.RF.3.4 Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words	Added first grade standard as a reference
2.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.	2.RF.3.5 Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.	Added first grade standard as a reference
<b>Phonics</b>		

2.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.	2.RF.4.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	Added first grade standard as a reference
2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	No change
2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	No change
2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	No change
2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	No change
2.RF.4.6 Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives	2.RF.4.6 Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives	No change

(e.g., kitten's, sisters'), and compound words.	(e.g., kitten's, sisters'), and compound words.	
<b>Fluency</b>		
2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	No change

<b>2014 Standard Language</b>	<b>2020 Standard Language</b>	<b>Changes</b>
<b>Second Grade- Reading Literature</b>		
<b>Key Ideas and Textual Support</b>		
2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	No change
2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	No change
2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.	2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.	No change
2.RL.2.4 Make predictions about the content of text using prior knowledge of text	2.RL.2.4 Make predictions about the content of text using prior knowledge of text	No change

features, explaining whether they were confirmed or not confirmed and why.	features, explaining whether they were confirmed or not confirmed and why.	
<b>Structural Elements and Organization</b>		
2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	No change
2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	No change
<b>Synthesis and Connection of Ideas</b>		
2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	No change
2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	No change

2014 Standard Language	2020 Standard Language	Changes
<b>Second Grade- Reading Nonfiction</b>		
<b>Key Ideas and Textual Support</b>		
2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	No change
2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.	2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.	No change
2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	No change
<b>Structural Elements and Organization</b>		
2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	No change
2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	No change
2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.	2.RN.3.3 Identify what the author wants the reader to answer, explain, or describe in	Added <i>the reader</i>

	the text	
<b>Structural Elements and Organization</b>		
2.RN.4.1 Describe how an author uses facts to support specific points in a text.	2.RN.4.1 Describe how an author uses facts to support specific points in a text.	No change
2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	No change
2.RN.4.3 Standard begins at sixth grade.	2.RN.4.3 Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	Added sixth grade standard as a reference



2014 Standard Language	2020 Standard Language	Changes
<b>Second Grade- Reading Vocabulary</b>		
<b>Vocabulary Building</b>		
2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	No change
2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	No change
2.RV.2.3 Standard begins at sixth grade.	2.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	Added sixth grade standard as a reference
2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	No change
2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	No change
<b>Vocabulary in Literature and Nonfiction Texts</b>		
2.RV.3.1 Recognize that authors use words (e.g.,	2.RV.3.1 Recognize that authors use words (e.g.,	No change

regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	
2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	No change
2.RV.3.3 Standard begins at third grade.	2.RV.3.3 Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.	Added third grade standard as a reference

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<b>Second Grade- Writing</b>		
<b>Handwriting</b>		
2.W.2.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	2.W.2.1 Write legibly by forming letters correctly and spacing words and sentences properly.	Changed wording to <i>write legibly</i> to align with third through fifth grade standards
2.W.2.2 Students are expected to build upon and continue applying concepts learned previously.	2.W.2.2 Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	Added kindergarten standard as a reference
<b>Writing Genres: Argumentative, Informative, and Narrative</b>		
2.W.3.1 Write a logically connected paragraph or paragraphs that introduce an	2.W.3.1 Write a logically connected paragraph or paragraphs that introduce an	No change

opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	
2.W.3.2 Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	Added <i>main idea</i>
2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that – a. Include a beginning. b. Use temporal words to signal event order (e.g., first of all). c. Provide details to describe actions, thoughts, and feelings. d. Provide an ending.	2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that – a. Include a beginning. b. Use temporal words to signal event order (e.g., first of all). c. Provide details to describe actions, thoughts, and feelings. d. Provide an ending.	No change
<b>The Writing Process</b>		
2.W.4 Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling,	2.W.4 Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling,	No change

capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to publish legible documents.	capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.	
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>		
2.W.5 With support, conduct short research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources c. Organize, summarize, and present the information, choosing from a variety of formats.	2.W.5. With support, conduct short research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	No change
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>		
2.W.6.1 Demonstrate command of English grammar and usage, focusing on:	2.W.6.1 Demonstrate command of English grammar and usage, focusing on:	No change
2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	No change
2.W.6.1b Verbs – a. Writing sentences that use the past tense of frequently occurring irregular verbs. b. Understanding the functions of different types of verbs (e.g., action,	2.W.6.1b Verbs – a. Writing sentences that use the past tense of frequently occurring irregular verbs. b. Understanding the functions of different types of verbs (e.g., action,	No change

linking) in sentences.	linking) in sentences.	
2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	No change
2.W.6.1d Prepositions – Standard begins at fourth grade.	2.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Added fourth grade standard as a reference
2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	No change
2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	No change
2.W.6.2a Capitalization – capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	2.W.6.2a Capitalization – capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	No change
2.W.6.2b Punctuation – a. Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters,	2.W.6.2b Punctuation – a. Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters,	No change

dates, and to separate items in a series.	dates, and to separate items in a series.	
<p>2.W.6.2c Spelling –</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns.</p> <p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>	<p>2.W.6.2c Spelling –</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>	No change

2014 Standard Language	2020 Standard Language	Changes
<b>Second Grade- Speaking and Listening</b>		
<b>Discussion and Collaboration</b>		
2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Change to wording to make more concise and clearer
2.SL.2.2 Standard begins in third grade.	2.SL.2.2 Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	Added third grade standard as a reference
2.SL.2.3 Listen to others, take	2.SL.2.3 Listen to others, take	No change

one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	
2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	No change
2.SL.2.5 Build on others' talk in conversations by linking comments to the remarks of others.	2.SL.2.5 Build on others' talk in conversations by linking comments to the remarks of others.	No change
<b>Comprehension</b>		
2.SL.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.SL.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	No change
2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	No change
<b>Presentation of Knowledge and Ideas</b>		
2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details,	2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details,	No change

speaking audibly in coherent sentences and at an appropriate pace.	speaking audibly in coherent sentences and at an appropriate pace.	
2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	No change
2.SL.4.3 Give and follow multi-step directions.	2.SL.4.3 Give and follow multi-step directions.	No change

2014 Standard Language	2020 Standard Language	Changes
<b>Second Grade- Media Literacy</b>		
<b>Media Literacy</b>		
2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	No change
2.ML.2.2 Standard begins in fifth grade.	2.ML.2.2 Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Added fifth grade standard as a reference